DOCUMENT RESUME

ED 193 153 SO 012 899

TITLE Program of Studies, Social Studies, Grades 9-12.
INSTITUTION Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
PUB DATE 79
NOTE 41p.; For related documents, see SO 012 898-904.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advanced Placement Programs; Black Studies; Course Descriptions; *Curriculum Design; *Educational Objectives; Elective Courses; Graduation Requirements; Religion; Secondary Education; Social Sciences; *Social Studies; Urban Studies

ABSTRACT

Brief descriptions of course offerings in the social studies for grades 9-12, Montgomery County Public Schools, Rockville, Maryland, are presented. Courses are listed according to required or elective. Required courses are United States History I and II; National, State, and Local Government, and Contemporary Issues. In addition, over 45 courses are offered as electives. These courses include The Black Experience in America, Advanced Placement in United States and European History, Problems of the Twentieth Century, Economics, Psychology, Sociology, Modern Urban World, Cultural Anthropology, Law, Human Behavior, Comparative Religions, and an executive high school internship. The document points out that several of the courses have been added to the social studies program as response to a call for study of major social problems and issues and for more direct student participation in and observation of these problems. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193153

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. Hymes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PROGRAM OF STUDIES

SO 012 899

SOCIAL STUDIES, GRADES 9-12

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

SEP 2 1980

Copyright 1979
by the
Board of Education of Montgomery County
Rockville, Maryland

FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

---

*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies,* which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

---

*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

---

*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

---

*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

SOCIAL STUDIES, GRADES 9-12

POINT OF VIEW

The Social Sciences — anthropology, economics, geography, history, political science, psychology, and sociology — are concerned with people and their relationships. The MCPS social studies program consists of adaptations of knowledge from these disciplines for instruction at the elementary and secondary levels.

A basic purpose of the social studies program is to provide experiences which help the learner to develop the knowledge, understandings, skills, and attitudes necessary for effective citizenship in our democratic society. The program builds knowledge and understandings of the interrelationships between the physical and cultural environments in which people live. This background is basic to the interpretation of the cultures which have been developed through the ages.

By its very nature, however, the content of the social studies is subject to change and reinterpretation. Analyses and inquiries made by one scholar or a given group are not necessarily the same as those made by others. Discoveries and technological changes also require modifications of content. An effective program provides both an adequate selection of content and skills necessary to help young people cope with the complexities of modern society.

For many years, United States history and geography, world geography, and some European and ancient history have been the standard social studies offerings in the Montgomery County Public Schools; and they continue to be the basic subject matter for the 9-12 social studies program. During the past decade, however, students, teachers, scholars, and parents have increasingly demanded that in addition to history and geography, more attention be devoted to the non-Western world, to the history and contributions of minority groups in the United States, and to the other social sciences. There has also been an insistent call for study of the major social problems and issues which confront our society and for more direct student participation in and observation of these problems. In response, new courses have been added at the secondary level. In addition, the program now includes examination, study, discussion, and analysis of the MCPS Student Rights and Responsibilities policy adopted on March 21, 1977.

GENERAL INFORMATION

Maryland State Department of Education graduation requirements specify that a student earn three credits in social studies, one of which must be in United States history. Further, it is specified that one credit must be earned in courses which deal with contemporary issues, including local, state, and national government. To satisfy these requirements, students must take:

2107 National, State, and Local Government
2106 U. S. History I
2108 U. S. History II
2109 Contemporary Issues

Students who enter MCPS after Grade 9 should check with local school officials regarding the meeting of these requirements.

Additional credits in social studies may be earned by taking courses listed in the elective section. Please note prerequisites where applicable.

Any one of the following cooperative education courses may be counted as a social studies requirement for graduation: Distributive Education 1 or 2, Cooperative Work Experience 1 or 2. See Cooperative Vocational Education section of the *Program of Studies* for the appropriate code number.

While all business education courses are electives, the student can earn a maximum of one of the three social studies credits required for graduation through the successful completion of either Business Economics, Consumer Economics, or Business Law.

DESCRIPTION OF PROGRAM — SOCIAL STUDIES

List of Courses, Grades 9-12

All courses are semester offerings unless otherwise noted.

United States History I
National, State, and Local Government

United States History II
Contemporary Issues

The Black Experience in America
United States History — Advanced Placement (year course)
United States History — Advanced Placement A
United States History — Advanced Placement B
Survey of United States History (year course)
Survey of United States History A
Survey of United States History B
Modern World History (year course)
Modern World History A
Modern World History B
Latin American History
Russian History
Russian History A
Russian History B
Africa South of the Sahara
European History — Advanced Placement (year course)
European History — Advanced Placement A
European History — Advanced Placement B
Ancient History
Medieval History
Ancient and Medieval History
European History
European History A
European History B
Eastern Asia
Problems of the Twentieth Century (POTC) (year course)
Problems of the Twentieth Century A
Problems of the Twentieth Century B
Economics
Psychology I
Psychology II

Sociology I
Sociology II
Modern Urban World (year course)
Modern Urban World A
Modern Urban World B
Cultural Anthropology (year course)
Cultural Anthropology A
Cultural Anthropology B
Human Behavior
Philosophy
Law
The United States Political System (year course)
The United States Political System A
The United States Political System B
Comparative Religions
Executive High School Internship

Description of Courses, Grades 9-12

United States History I — Grade 9
2106 1 semester ½ credit

United States History I is a one-semester course designed to survey the American experience from the period of colonization through the Civil War. The first unit focuses student attention on the major influences during our colonial period which culminated in the American Revolution. The revolution is examined for primary causes, underlying ideals, and results. The unit concludes with coverage of problems under the Articles of Confederation and the purposes, problems, and results of the Constitutional Convention.

The New Republic is the topic of the second unit, and emphasis is placed on the economic and territorial growth of the country through an increase in democratic practices. Map skills are utilized to trace the territorial additions of the country, and the role of the United States in foreign affairs is analyzed to determine the new nation's foreign policy. The expanded influence of government is related to the impending crisis over slavery. The final unit covers the growing rift between sections of the country and examines the issues in terms of economics, political power, social forces, and the environment. From the study of sectionalism and attempts at compromise, students gain an understanding of the causes of the Civil War. Students examine the North and South during the war and draw conclusions about why the North was victorious.

The course helps students gain skill in communication, notetaking, map reading, statistical interpretation, and the use of reference materials. Significant emphasis is placed on discerning primary and secondary sources as well as the utilization of other procedures of the historical method.

Upon completion of United States History I, the student should be able to:

- summarize most major geographic, economic, social, and political influences in the Colonial period which resulted in the American Revolution
- describe the ideals associated with the American Revolution
- explain why the Articles of Confederation were unsatisfactory for dealing with post-Revolutionary War problems

Sociology I
Sociology II
Modern Urban World (year course)
Modern Urban World A
Modern Urban World B
Cultural Anthropology (year course)
Cultural Anthropology A
Cultural Anthropology B
Human Behavior
Philosophy
Law
The United States Political System (year course)
The United States Political System A
The United States Political System B
Comparative Religions
Executive High School Internship

Description of Courses, Grades 9-12

United States History I -- Grade 9
2106 1 semester ½ credit

United States History I is a one-semester course designed to survey the American experience from the period of colonization through the Civil War. The first unit focuses student attention on the major influences during our colonial period which culminated in the American Revolution. The revolution is examined for primary causes, underlying ideals, and results. The unit concludes with coverage of problems under the Articles of Confederation and the purposes, problems, and results of the Constitutional Convention.

The New Republic is the topic of the second unit, and emphasis is placed on the economic and territorial growth of the country through an increase in democratic practices. Map skills are utilized to trace the territorial additions of the country, and the role of the United States in foreign affairs is analyzed to determine the new nation's foreign policy. The expanded influence of government is related to the impending crisis over slavery. The final unit covers the growing rift between sections of the country and examines the issues in terms of economics, political power, social forces, and the environment. From the study of sectionalism and attempts at compromise, students gain an understanding of the causes of the Civil War. Students examine the North and South during the war and draw conclusions about why the North was victorious.

The course helps students gain skill in communication, notetaking, map reading, statistical interpretation, and the use of reference materials. Significant emphasis is placed on discerning primary and secondary sources as well as the utilization of other procedures of the historical method.

Upon completion of United States History I, the student should be able to:

- summarize most major geographic, economic, social, and political influences in the Colonial period which resulted in the American Revolution
- describe the ideals associated with the American Revolution
- explain why the Articles of Confederation were unsatisfactory for dealing with post-Revolutionary War problems

United States History II — Grade 10

2108 1 semester ½ credit

United States History II is a one-semester course designed to survey the American experience from the period of Reconstruction through the election of John F. Kennedy. The instructional objectives that delineate the content of each of the seven units are prescriptive; the performance objectives are intended as models demonstrating how the instructional objectives may be implemented and, as such, are neither prescriptive nor exhaustive.

The first unit focuses on the various approaches taken by Americans to Reconstruction and the consequences of these choices on domestic politics and race relations through the end of the 19th century. Unit II covers the period of industrialization. The focus is on the new technology, expanded sources of raw materials, and changing population patterns. These may be combined with new business methods and a laissez-faire governmental attitude to show the student how America industrialized. The relationship between the excesses of industrialization and the numerous reform efforts is significant.

The evolution of American foreign policy from the emerging imperialism at the turn of the century through World War I and the resulting isolationism of the 1920's is addressed in the third unit. The domestic scene in the years between the wars is the focus of Unit IV. The cultural, political, and economic developments of the twenties are examined as a prelude to a study of the Great Depression. The expanded role of the federal government, launched by Roosevelt's New Deal, is addressed at this point.

Unit V examines the causes and effects of U.S. involvement in the Second World War and the contributions of various groups and individuals to the war effort. Units VI and VII focus on subsequent developments in American domestic and foreign affairs. Postwar America reflected dramatic social, political, and economic developments. The American commitment to the success of the United Nations and the policy of containment are examined. An attempt is made to give a sense of the continuity and change in 20th century American foreign policy.

While the teacher has only one semester to complete the seven course objectives, there is some flexibility in terms of time allotments. Since different students progress at different paces, the same time allotment for all students may not be realistic. The chart below offers a suggested time frame with some flexibility.

Unit	Content	Major Focus	Suggested Time
I	Reconstruction	Domestic	1-2 weeks
II	Industrialization	Domestic	3-4 weeks
III	Imperialism to W W I	Foreign	2-3 weeks
IV	1920's & 1930's	Domestic	3-4 weeks
V	World War II	Foreign	1-2 weeks
VI	U.S. Since 1945	Domestic	2-3 weeks
VII	U.S. Since 1945	Foreign	2-3 weeks

Upon completion of this course, the student should be able to:

- explain how various Americans approached Reconstruction and the consequences of these choices
- summarize the major causes and effects of industrialization in the United States
- trace the development of American foreign policy from imperialism to isolationism
- explain how the people of the United States responded to prosperity and depression in the years between the wars
- explain the causes and effects of the United States' involvement in World War II
- explain how American society changed after 1945
- explain how American foreign policy in the post W W II era exhibited both continuity and change

Contemporary Issues — Grade 10
2109 1 semester ½ credit

Contemporary Issues is designed to meet the MSDE requirements for graduation. The content of this course focuses on those persons, events, and issues which have received prominence within the student's lifetime. Course instruction is organized around the concepts of crisis, change, and influence as they impact upon American foreign relations, government and politics, and society. Specific course content must fall within these concepts and themes.

Suggested topics for Contemporary Issues include:

Crisis: Foreign Relations — Cuban Missile Crisis
Crisis: Government and Politics — Watergate
Crisis: Society — Civil Disorders
Change: Foreign Relations — Detente
Change: Government and Politics — Civil Rights Movement
Change: Society — Demographics
Influence: Foreign Relations — Middle East Conflicts
Influence: Government and Politics — Lobbying
Influence: Society — Women's Movement

Upon completion of Contemporary Issues, the student should be able to:

- identify crises which have occurred in American foreign relations, government and politics, and society in the contemporary period
- describe the elements which precipitate crisis in American foreign relations, government and politics, and society in the contemporary period
- analyze crises in American foreign relations, government and politics, and society in terms of alternatives and courses of action in the contemporary period
- assess outcomes and implications of the resolution of crises in American foreign relations, government and politics, and society in the contemporary period
- identify changes which have occurred in American foreign relations, government and politics, and society in the contemporary period
- analyze the process by which influence is exerted in American foreign relations, government and politics, and society in the contemporary period
- assess the impact of influence upon American foreign relations, government and politics, and society in the contemporary period

The Black Experience in America — Grades 11, 12
2103 1 semester ½ credit

The primary purpose of this course is to introduce the students to the individuals, forces, and events that make up the experiences of the black people in America. By exploring those forces and by highlighting those individuals who helped shape the development of both black and white America, the student will see that the "Black Experience" can serve as the testing ground for American democratic ideals.

In no single course is it possible to respond to all of the criticism made of the approaches to the history of black people in America. However, by hearing the story of the Black American through his/her own experiences and reactions, students should be able to appreciate more fully the forces responsible for the diversity of attitude and action among Black Americans today.

Upon completion of The Black Experience in America, the student should be able to:

- describe the nature of race relations in America from pre-Revolutionary War times to the present
- explain factual data on the black minority in America through the use of primary and secondary sources
- identify significant events in the history of black people in America
- describe techniques used by the black minority to combat prejudice and discrimination
- identify significant black leaders in American history
- explain the contributions made by black people to American political, social, and economic development
- describe the cultural contributions made by black people
- assess the status of black people today

United States History — Advanced Placement Grades 11, 12
Prerequisite: Open, following counseling based on: (1) performance on standardized tests and local school tests; (2) recommendations of social studies teachers who have taught the student; and (3) performance in previously-taken social studies courses
2104 1 year 1 credit

United States History — Advanced Placement A — Grades 11, 12
2114 1 semester ½ credit

Able students in Grade 11 or 12 may elect this freshman college-level course in United States history. The course begins with a brief overview of Europe prior to the commercial revolution and ends with America in 1865. It covers the age of exploration, the struggle for colonies, the American Revolution, and the formation of a strong central government through the 18th century. The study of the 19th century stresses Jeffersonian and Jacksonian America and the erupting economic, social, and sectional differences that culminated in the Civil War. Opportunities are provided for students to cover selected topics in greater depth.

A college-level textbook is used in the course, and the students also read specified books dealing with American historiography and specialized studies. Students will acquire the ability to work with primary source materials, and they will also deal with the writings of historians and various interpretations of American history. Students also learn how to take notes from printed materials and lectures, to write essay examinations, and to prepare a research paper. A considerable amount of time is spent in learning the skills required for such research projects.

This course may *not* be used for the third social studies credit to meet graduation requirements. Students selected for the course are expected either to have already completed three credits in social studies or to be concurrently registered for an additional social studies offering.

On the basis of having successfully completed this course and/or having performed creditably on the annual Advanced Placement Examination in History, students may receive, at the discretion of individual colleges, college credit and/or advanced, preferential placement in History.

Upon completion of United States History — Advanced Placement A, the student should be able to:

- explain those social, political, and economic developments during the Colonial Period which had significant influences on American history
- understand the major social and intellectual movements in the United States from the Colonial Period to 1865

- analyze the causes and effects of the American Revolution
- explain the governmental principles and the frame of government established by the Constitution of the United States
- describe the major historiographical controversies in American history to 1865
- evaluate the development of American foreign policy to 1865
- trace the development and evolution of political parties in the United States to 1865
- describe the conflicting interpretations regarding the Civil War
- analyze and evaluate primary source materials
- weigh and list evidence and interpretations to arrive at conclusions on the basis of informed judgment
- write a research paper expressing himself/herself clearly and concisely

United States History I — Advanced Placement B — Grades 11, 12
Prerequisite: Open, following counseling based on: (1) performance on standardized tests and local school tests; (2) recommendations of social studies teachers who have taught the student; and (3) performance in previously-taken social studies courses
2124 1 semester ½ credit

Able students in Grades 11 or 12 may elect this freshman college-level course in United States history. The course begins with the Reconstruction era and the internal progress made by the nation after the Civil War and the gradual turn toward foreign affairs that led us into World War I. The 20th century study stresses the progressive movement, the 20's and 30's, and America as a world leader in the last three decades. Opportunities are provided for students to cover selected topics in greater depth.

A college-level textbooks is used in the course, and the students also read specified books dealing with American historiography and specialized studies. Students will acquire the ability to work with primary source materials, and they will also deal with the writings of historians and various interpretations of American history. Students also learn how to take notes from printed materials and lectures, to write essay examinations, and to prepare a research paper. A considerable amount of time is spent in learning the skills required for such research projects.

This course may *not* be used for the third social studies credit to meet graduation requirements. Students selected for the course are expected either to have already completed three credits in social studies or to be concurrently registered for an additional social studies offering.

On the basis of having successfully completed this course and/or having performed creditably on the annual Advanced Placement Examination in History, students may receive, at the discretion of individual colleges, college credit and/or advanced, preferential placement in History.

Upon completion of United States History — Advanced Placement B, the student should be able to:

- describe the conflicting interpretations regarding the Reconstruction era
- explain the effects of industrialization on the United States
- evaluate the aims, achievements, and the failures of the reformers during the Progressive Era
- explain the causes of the Great Depression and the effects of the New Deal
- analyze the reasons for American involvement in World War I and World War II
- assess America's role as a world leader in the contemporary period

Survey of United States History — Grades 11, 12
2105 1 year 1 credit

Survey of United States History A — Grades 11, 12
2110 1 semester ½ credit

This survey course is for students who have not taken United States History I. It covers the development of colonial society; the meaning of the American Revolution; the development of American society; the causes and effects of the Civil War.

In those schools which offer Survey of United States History for non-English speaking students, the course will approach the study of American history from a multicultural viewpoint. As they study the history of the United States from colonialism to 1877, students will compare its development with histories of their own countries. Emphasis will be placed on current issues and how past developments have influenced present events. Students will also be expected to increase their ability to read, to listen, and to communicate.

Upon completion of Survey of United States History A, the student should be able to:

- explain the impact of the colonial experience on the subsequent development of our society and its institutions
- explain the nature and meaning of the American Revolution
- evaluate the development of egalitarianism and democracy in American society through the middle of the nineteenth century
- explain the influence of the frontier on the development of American society
- assess the impact of slavery on the Civil War and Reconstruction in terms of American political, social, and economic development
- compare and contrast American and foreign cultures (for non-English speaking students)

Survey of United States History B — Grades 11, 12
2111 1 semester ½ credit

This survey course is for students who have not taken United States History II. It covers America's attempts to deal with the problems of industrialization and urbanization; the impact of the Depression on American society and the role of government; the consequences of the United States' becoming a world power; and the evolution of American foreign policy.

In those schools which offer Survey of United States History for non-English speaking students, the course will approach the study of American history from a multicultural viewpoint. As they study the history of the United States from 1877 to the 1960's, students will compare its development with the histories of their own countries of origin. Emphasis will be placed on current issues and how past developments have influenced present events. Students will also be expected to increase their ability to read, to listen, and to communicate.

Upon completion of Survey of United States History B, the student should be able to:

- describe the factors accounting for America's economic growth in the post-Civil War era and explain its consequences on American society
- trace the development of American foreign policy from 1880 through 1941 and analyze the factors which influenced it
- describe the causes and effects of World Wars I and II
  analyze the causes of the Depression, the nature of the government's response to it, and the consequences of government actions

- discuss the evolution of the increasing involvement of the United States in world affairs since World War II
- convey knowledge of United States history through oral and written communication
- compare and contrast American and foreign cultures (for non-English speaking students)

Modern World History — Grades 11, 12
2201 1 year 1 credit

Modern World History A — Grades 11, 12
2221 1 semester ½ credit

Modern World History is designed to introduce students to those forces that have shaped and are shaping human experience. Emphasis is placed on those geographical, political, social, and cultural factors and those historical events that have had a continuing influence on ideas, institutions, and interrelationships. The course is directed toward an understanding of the human condition in today's world.

Geographically, the course includes Europe and Russia; but time limitations make it impossible to present a detailed, chronological history of each of these areas. Students investigate such factors as revolution; the growth of democracy; the industrial revolution; nationalism, imperialism, colonialism; and conflicting philosophies. This course also includes the study of such contemporary problems as pollution, ecological imbalances, a rapidly growing population, and the impact of science and technology on society.

Modern World History A also seeks to introduce students to ideas that are occupying the attention of those who are interested in science, art, literature, and philosophy — ideas that are influencing and will probably continue to influence modern thought.

Upon completion of Modern World History A, the student should be able to:

- explain how societies provide for similar basic human needs but differ in the cultural patterns they develop to meet these needs
- describe the impact of the Age of Exploration on the economic change of European society
- discuss the ideas on which individual liberty and the development of democratic principles were founded
- analyze the consequences of the exercise of power
- describe the major features of the industrial revolution and its impact on new social political orders in Europe and Russia
- contrast the various forms of imperialism and their global effects
- analyze aggressive conflicts which develop despite an interdependence within a European society
- assess socialism, communism, Marxism, and liberalism in explaining economic development of Europe
- explain how World War II resulted in the end of European hegemony and in the polarization of power around the U.S. and the U.S.S.R.
- describe how the Soviet Union developed from tribal and city-state existence to a multiethnic empire with a culture and heritage based on geographic and Byzantine influence
- compare the economic development of Russia with that of Western Europe
- compare the doctrines of communism with those of Western democracies in terms of economic development, social and cultural life, and foreign affairs
- identify and evaluate leaders, ideologies, and causes of independence movements
- identify organizations that deter or support international cooperation

Modern World History B — Grades 11, 12
2222 1 semester ½ credit

Modern World History B is intended to introduce students to those forces that have shaped and are shaping human experience. Emphasis is placed on those geographical, political, social, and cultural factors and those historical events that have had a continuing influence on ideas, institutions, and interrelationships. The course is directed toward an understanding of the human condition in today's world.

Geographically, the course includes the Far East, the Middle East, South Asia, Africa, and Latin America; but time limitations make it impossible to present a detailed, chronological history of each of these areas. Students investigate such factors as revolution, the growth of democracy, the industrial revolution, nationalism, imperialism, colonialism, conflicting philosophies, and the problems of economically underdeveloped nations. This course also includes the study of such contemporary problems as pollution, ecological imbalances, a rapidly growing population, and the impact of science and technology on society.

Modern World History B also seeks to introduce students to ideas that are occupying the attention of those who are interested in science, art, literature, and philosophy — ideas that are influencing and will probably continue to influence modern thought.

Upon completion of Modern World History B, the student should be able to:

- explain how societies provide for similar basic human needs but differ in the cultural patterns they develop to meet these needs
- describe the various forms of imperialism and their global effects
- analyze aggressive conflicts which develop within the Far East, the Middle East, South Asia, Africa, and Latin America
- differentiate between socialism, communism, Marxism, and liberalism in explaining economic development of the Far East, Middle East, South Asia, Africa, and Latin America
- compare the doctrines of communism with those of Western democracies in terms of economic development, social and cultural life, and foreign affairs
- describe the change of class structure in China and Japan
- identify the philosophical and religious ideas that influence East Asian countries and the change westernization has had on their cultures
- identify and explain similarities and differences between Western and Eastern societies
- understand internal and external forces that aided in the changing of Japan and China 1800-1945
- contrast contemporary Japanese economic policies with those of the past and their influnce on Japanese society
- analyze democratic and anti-democratic trends associated with emerging nations in the Far East, Middle East, South Asia, Africa, and Latin America
- identify and evaluate leaders, ideologies, and causes of independence movements in the Far East, Middle East, South Asia, Africa, and Latin America
- discuss the impact of science and technology on contemporary society
- identify organizations that deter or support international cooperation

Latin American History — Grades 11, 12
2204 1 semester ½ credit

A major purpose of this course is to develop the student's awareness of the cultural background and historical development of the nations of Latin America, their role in the world today, and their future. Problems of population distribution, cultural and economic influences, land ownership, and political and social change are studied.

Upon completion of Latin American History, the student should be able to:

. explain the relationship between this area's history and its geography
. identify the significant persons and events in this region
. identify the major pre-Colombian civilizations in this region
. describe the role Europe played in the development of this region
. explain the factors which contributed to revolutionary movements
. analyze the historic relationship between the United States and this region
. describe the origins and impact of diverse political, social, and economic factors in this region

Russian History — Grades 11, 12
2205 1 semester ½ credit

This semester course in Russian history presents a survey of Russia before, during, and since the Bolshevik Revolution. Topics covered in this survey include: the origins of the Russian peoples, the formative years of the Russian nation, the growth of the Russian autocracy and its failure to accommodate change, the 1917 revolutions, the consolidation of power in the Soviet Union, the Stalin era, the Soviet Union in World War II, and the contemporary Soviet Union.

Upon completion of Russian History, the student should be able to:

. describe the geography of Russia
. identify the various theories regarding the origins of the Russian people
. explain the relationship between the development of the Russian state and growth of the autocracy
. evaluate the strengths and weaknesses of the Russian autocratic system
. explain the contributions of Russia's major leaders
. analyze the relationship between reform and reaction within the Russian state under Alexander I and Nicholas I
. analyze Russian cultural life during the nineteenth century
. explain how Russia's participation in World War I contributed to the downfall of the autocracy
. explain the causes of the Bolshevik Revolution
. describe the consolidation of power in the early Soviet period
. contrast the policies of Lenin and Stalin
. assess the success of the Soviet state in achieving its stated goals
. explain Russia's role in World War II
. evaluate the Soviet Union's post-war policies and achievements
. identify sources of conflict between modern Soviet Russia and the United States

Russian History A — Grades 11, 12
2219 1 semester ½ credit

This semester course in Russian history presents a survey of the thousand years which preceded the Bolshevik Revolution. Topics covered in this survey include: the origins of the Russian peoples, the formative years of the Russian nation, the growth of the Russian autocracy, and the failure of the Russian autocracy to accomodate itself to change.

Upon completion of Russian History A, the student should be able to:

. describe the geography of Russia
. identify the various theories regarding the origins of the Russian people
. explain the relationship between the development of the Russian state and growth of the autocracy
. evaluate the strengths and weaknesses of the Russian autocratic system
. explain the contributions of Russia's major leaders
. analyze the relationship between reform and reaction within the Russian state under Alexander I and Nicholas I
. analyze Russian cultural life during the nineteenth century
. explain how Russia's participation in World War I contributed to the downfall of the autocracy

Russian History B — Grades 11, 12
2220 1 semester ½ credit

This semester course in Russian history presents a survey of the period from 1917 to the present. Topics included in this course are: the 1917 revolutions, the consolidation of power in the Soviet Union, the Stalin era, the Soviet Union and World War II, and contemporary Soviet Union.

Upon completion of Russian History B, the student should be able to:

. explain the causes of the Bolshevik Revolution
. describe the consolidation of power in the early Soviet period
. contrast the policies of Lenin and Stalin
. assess the success of the Soviet state in achieving its stated goals
. explain Russia's role in World War II
. evaluate the Soviet Union's post-war policies and achievements
. identify sources of conflict between modern Soviet Russia and the United States

Africa South of the Sahara — Grades 11, 12
2206 1 semester ½ credit

The primary purpose of this course is to stimulate students' thinking and enable them to make valid generalizations and intelligent assessments of the forces and events that have shaped and are shaping the cultures of Africa south of the Sahara.

Upon completion of Africa South of the Sahara, the student should be able to:

. identify the significant persons and events in the history of the region
. explain the relationship between this region's history and its geography
. identify the major pre-European civilizations in this region
. assess the impact of colonialism on this region
. analyze the problems faced by developing nations
. describe the origins and impact of diverse political, social, and economic factors in this region

European History — Advanced Placement — Grades 11, 12
Prerequisite: Open, following counseling based on: (1) performance on standardized tests and local school tests; (2) recommendations of social studies teachers who have taught the student; and (3) performance in previously-taken social studies courses
2207 1 year 1 credit

European History — Advanced Placement A — Grades 11, 12
2216 1 semester ½ credit

Able students in Grade 12 may elect this freshman college-level course in European history. Students will acquire knowledge of the general narrative of European history, together with a specific and intensive study of the period in European history selected by each individual student for intense concentration. The course begins with the seventeenth century and ends with the Congress of Vienna in 1815. Each student examines how the period he/she has chosen for special concentration relates to the evolution of Europe. College texts are used. Primary and secondary sources enable the students to view history in context; distinguish causes, results, and significance; read historical materials in a discriminating way; and weigh evidence and reach conclusions.

The course includes lectures; seminar discussions; independent study; the use and interpretation of maps; guidance in notetaking; and training in writing research papers and the essay-type examination. A term paper, accurately prepared with correct footnotes and bibliography, may be required on a topic within the student's field of concentration.

On the basis of having successfully completed this course and/or having performed creditably on the annual Advanced Placement Examination in History, students may receive, at the discretion of individual colleges, college credit or advanced, preferential placement in History.

Upon completion of European History — Advanced Placement A, the student should be able to:

- describe significant movements that have affected the development of Europe in this time period
- assess change and continuity as they relate to history
- explain the contributions of Europe in shaping the modern world
- explain the basic factors involved in revolutions, and evaluate the reasons for their success or failure
- analyze historical data for creditability and authenticity
- evaluate the importance of nationalism in influencing governmental policy
- discuss the influence of the French Revolution on Europe
- explain the meaning of colonialism and imperialism
- understand the philosophical basis for conservatism, liberalism

European History — Advanced Placement B — Grades 11, 12
2217 1 semester ½ credit

Able students may elect this freshman college-level course in European history. Students will acquire knowledge of the general narrative of European history, together with a specific and intensive study of the period in European history selected by each individual student for intense concentration. The course begins with Europe in 1815 and ends with the role of Europe in the world today. Each student examines how the period he/she has chosen for special concentration relates to the evolution of Europe.

College texts are used. Primary and secondary sources enable the student to view history in context; distinguish causes, results, and significance; read historical materials in a discriminating way; and weigh evidence and reach conclusions.

The course includes lectures; seminar discussions; independent study; the use and interpretation of maps; guidance in notetaking; and training in writing research papers and the essay-type examination. A term paper, accurately prepared with correct footnotes and bibliography, may be required on a topic within the student's field of concentration.

On the basis of having successfully completed this course and/or having performed creditably on the annual Advanced Placement Examination in History, students may receive, at the discretion of individual colleges, college credit or advanced, preferential placement in History.

Upon completion of European History — Advanced Placement B, the student should be able to:

- describe significant movements that have affected the development of Europe in this time period
- assess change and continuity as they relate to history
- analyze the effect of the industrial revolution on the social, political, and international policies of European nations
- explain the contributions of Europe in shaping the modern world
- describe the basic factors involved in revolutions, and discuss the reasons for their success or failure
- analyze historical data for creditability and authenticity
- evaluate the importance of nationalism in influencing governmental policy
- explain the meaning of colonialism and imperialism
- compare and contrast the results of the first and second world wars
- explain the philosophical basis for conservatism, liberalism, communism, socialism, fascism, and democracy
- describe efforts that have been made to establish an international organization for the maintenance of peace, particularly the League of Nations and the United Nations

Ancient History — Grades 11, 12
2208 1 semester ½ credit

Students in this course examine the evolution of society from prehistoric times to Greek and Roman civilizations. The course is designed to relate the societies of the Nile and Mesopotamian areas, Greece, and Rome to their political, social, economic, cultural, and philosophic impact on future societies. Students will also analyze factors which account for the emergence, growth, and decay of Greek and Roman societies.

Upon completion of Ancient History, the student should be able to:

- explain reasons for the development of the cultures of the ancient world, including the importance of geography and technology
- explain how religion reflected the culture and values of Egyptian and Mesopotamian societies
- describe the development of democracy in the Greek city-states and its impact on future democracies
- explain the factors which accounted for the growth and decay of Greece and Rome
- analyze the factors which caused wars in Greece and Rome and the consequences of war in these societies
- compare and contrast the cultures of the ancient world
- assess the contributions of the artists, writers, and philosophers of ancient cultures to modern society

Medieval History — Grades 11, 12
2209 1 semester ½ credit

Medieval History deals with the period from the fall of the Roman Empire through the Reformation. Students examine the impact of the Germanic invasion on Western Europe; the roles of the Church and feudalism in medieval society; the development of the Byzantine Empire; the importance of Islam and the consequences of the Crusades on European society; and the significance of the Renaissance and the Reformation.

Upon completion of Medieval History, the student should be able to:

- explain the nature and consequences of the Germanic invasion of Europe on European society
- explain the nature and purpose of feudalism in Europe and its political, social, and religious base
- analyze the role and significance of the medieval Church
- trace the development and impact of the Byzantine Empire and explain its impact on European society
- analyze the religion of Islam, its contributions to European society, and the European response to its growth
- analyze the causes and consequences of the Crusades
- explain the contributions of the artists, philosophers, and writers of the medieval and Renaissance periods and how they reflect their society's cultures
- analyze factors which account for the emergence of the Renaissance and analyze its impact on the further development of European society
- analyze the religious, political, economic, and social causes and consequences of the Reformation
- explain the various factors accounting for the early geographic explorations and their impact on Europe

Ancient and Medieval History — Grades 11, 12
2210 1 semester ½ credit

The course in Ancient and Medieval History begins with a study of the civilizations of the ancient Near East and continues through the Reformation in Europe. Emphasis is placed on the geographic, political, social, economic, and cultural factors which have shaped the development of ideas and institutions from Mesopotamia to the present day.

Upon completion of Ancient and Medieval History, the student should be able to:

- explain how economic and geographic considerations affected the development of societies and their political institutions
- analyze the importance of religion in the development of ancient and medieval societies
- explain the factors which account for both continuity and change in ancient and medieval societies
- explain the growth and decline of Greece and Rome and analyze the contributions these civilizations made to the political and philosophical framework of European society
- explain the nature and purposes of feudalism in medieval society and its political, social, and religious base
- describe the development and impact on society of science and technology, art, philosophy, and literature during the ancient and medieval periods
- explain the significance of the Renaissance and Reformation on the development of the modern European state

European History — Grades 11, 12
2211 1 year 1 credit

European History A — Grades 11, 12
2214 1 semester ½ credit

This course is designed to familiarize students with the general narrative of European history as well as to enable them to deal more intensively with selected related themes. The course begins with an examination of the origins of the modern state in the 17th century and ends with the Congress of Vienna in 1815. It covers the development of political, social, and economic institutions; revolutionary movements; and the rise of nationalism. Such concepts as causation, continuity and change, and social interdependence will also be emphasized.

Upon completion of European History A, the student should be able to:

- describe the rise of the modern sovereign nation-state during the 16th and 17th centuries
- explain the nature of conflict and change as factors which account for change at specific points in European history
- assess the influence of scientific and philosophic thought in the development of European society
- evaluate the importance of nationalism in influencing governmental policy
- compare and contrast the various forms of government in Europe and discuss their impact within their historical content
- assess European art, music, and literature as historical evidence of a society's culture and values

European History B — Grades 11, 12
2215 1 semester ½ credit

This course is designed to familiarize students with the general narrative of European history as well as to enable them to deal more intensively with selected related themes. The course begins with Europe in 1815 and ends with a discussion of the quest for international security and cooperation in contemporary Europe. It covers the development of political, social, and economic institutions; revolutionary movements and the rise of nationalism; the industrial revolution and its consequences; the clash of ideologies and the causes and effects of world wars; and the intellectual and cultural history of Europe. Such concepts as causation, continuity and change, and social interdependence will also be emphasized.

Upon completion of European History B, the student should be able to:

- describe the nature of conflict and change and those factors which account for change at specific points in European history
- analyze the effect of the industrial revolution on the social, political, and foreign policies of European nations
- assess the influence of scientific and philosophic thought in the development of European society
- evaluate the importance of nationalism in influencing governmental policy
- compare and contrast the various forms of government in Europe and discuss their impact within their historical content
- assess European art, music, and literature as historical evidence of a society's culture and values
- hypothesize about the causes of conflict in the 20th century; and draw some conclusions about the political, economic, social, and psychological consequences of world wars
- analyze European attempts to achieve security in a contemporary world no longer dominated by Europe

Eastern Asia — Grades 11, 12
2218 1 semester ½ credit

This course provides an overview of Chinese and Japanese history. It stresses the cultural and intellectual highlights of each of these countries. Its chief purpose is to broaden the student's understanding of the Orient.

Upon completion of Eastern Asia, the student should be able to:

- explain the relationship between the history and geography of China and of Japan
- describe aspects of culture which are unique to the Orient
- describe the value systems which can be found in the Orient
- describe the influence of Western culture upon the Orient
- identify significant persons and events in the history of the Orient

Problems of the Twentieth Century (POTC) — Grades 11, 12
2301 1 year 1 credit

Problems of the Twentieth Century (POTC) A — Grades 11, 12
2302 1 semester ½ credit

In examining major political, economic, and social problems of the contemporary world, students develop and apply skills and understandings from all of the social sciences in their analysis of these problems and in their search for potential solutions to them.

The choice of problems for study and analysis depends upon the interests of students, the particular competencies of the teacher, and the availability of appropriate instructional materials. Suggested topics for this course include war and peace in the twentieth century, American foreign policy, political problems of emerging nations, and the U.S. and the world economy.

More important than the specific topics is the development of skills in critical thinking and problem solving that the students will continue to need in their adult lives. Stress is placed on the evaluation of frames of reference; the credibility of statements and documents; the relationship of data to conclusions; and syllogistic reasoning. Students come to understand that human behavior has a pattern of causes derived from the physical, emotional, and environmental conditions and that these causes are multiple, complex, and interrelated.

Upon completion of POTC-A, the student should be able to:

- describe how people have searched for peace in an age of war
- identify the major characteristics of American foreign policy in the 20th century
- identify major domestic and foreign problems experienced by nations emerging into the world community
- explain how contrasting economic and political systems affect the world economy
- trace the history of trade barriers between the United States and industrialized nations of Europe and Asia

Problems of the Twentieth Century (POTC) B — Grades 11, 12
2321 1 semester ½ credit

In examining major political, economic, and social problems of the contemporary world, students develop and apply skills and understandings from all of the social sciences in their analysis of these problems and in their search for potential solutions to them.

The choice of problems for study and analysis depends upon the interests of students, the particular competencies of the teacher, and the availability of appropriate instructional materials. Topics such as science and technology, the individual and the institution, ecological crisis, the nature of work, education, leisure, propaganda, social change, democracy and the American system, crime and justice, and urban America are covered in this course.

More important than the specific topics is the development of skills in critical thinking and problem solving that the students will continue to need in their adult lives. Stress is placed on the evaluation of frames of reference; the credibility of statements and documents; the relationship of data to conclusions; and syllogistic reasoning. Students come to understand that human behavior has a pattern of causes derived from the physical, emotional, and environmental conditions and that these causes are multiple, complex, and interrelated.

Upon completion of POTC-B, the student should be able to:

- explain the conflicts which exist between individual rights and institutional goals
- assess the impact of various solutions to the ecological crisis
- describe the changing nature of education, work, and leisure in the 20th century
- evaluate the advantages and disadvantages in the use of propaganda
- explain how people accommodate social change
- identify the special issues and problems associated with crime
- evaluate the impact of urban problems on urban dwellers

Economics — Grades 11, 12
2303 1 semester ½ credit

The purpose of this introductory course in economics is to give students some insight into ways by which people and nations make a living. Students learn basic economic concepts such as wealth, utility, capital, labor, supply and demand, profit, and competition. Production, distribution, exchange, consumption, and the factors affecting each are studied. Monetary and fiscal policies are examined in the light of contemporary economic conditions, both national and international.

Stress is placed on the application of economic principles to everyday life. Detailed discussion is devoted to the roles played by banks, credit, principal, rent, wages, and consumer buying. The meaning and importance of international balance of payments to a nation's economic well-being is emphasized.

Upon completion of Economics, the student should be able to:

- define the central economic problem and relate it to needs for economy and the formation of economic systems
- define economic goals of a society and identify conflicting goals where they exist
- identify the factors of production and explain their utilization in production
- differentiate between forms of business organization and summarize the advantages and disadvantages of each
- explain and analyze how supply and demand, prices and profits operate to allocate scarce resources in a free market system
- recognize and differentiate forms of market structure and analyze their effect on market structure
- describe the phases of the business cycle and explain the causes and effects of economic instability
- identify the forms and functions of money, how money is created, and describe the structure of the Federal Reserve System
- explain how the federal government uses monetary and fiscal policy to achieve economic stability in the economy

- identify objectives and methods of government regulation or involvement in the market structure
- interpret and analyze governmental budgets in terms of taxes and expenditures
- explain the role of the United States in international trade and its effects on consumers, employment, and production

Psychology I — Grades 11, 12
2304 1 semester ½ credit

Psychology I consists of a prerequisite introductory unit and a number of additional units organized in a modular framework. Within this framework, there is the freedom to explore several areas of psychology as they bear on a given topic of application; e.g., perception, motivation, and social influences as they bear on the topic of prejudice. There is also the possibility for students to consider a single area of psychology in depth by relating it to applications drawn from several of the topics; e.g., learning in relation to the topics of identity, prejudice, human control over human behavior, and the impact of technology.

Psychology I includes, in addition to the introductory unit, emphasis on the basic psychological areas of perception, motivation and emotion, learning, and thinking.

Upon completion of Psychology I, the student should be able to:

- identify several of the major areas of psychology
- describe different kinds of work psychologists do
- describe the historical developments in psychology; e.g., the movement from emphasis on philosophy to emphasis on behavioral science, the emergence of a period of popularity of any one of the schools of psychology, the broadening of the scope of psychology
- identify major figures in the history of psychology and explain the contributions of each
- illustrate the major steps in psychological investigation
- explain the major concepts in each of the areas studied

Psychology II — Grades 11, 12
Prerequisite: Attainment of the objectives of Psychology I
2313 1 semester ½ credit

Guidance and content coverage for Psychology II are provided in the MCPS course of study *High School Psychology Elective.* The scope of psychology; the nature of its investigations; and some of its major concepts, principles, and hypotheses comprise the content of this course. This content is organized in a modular framework that reflects the traditional areas of psychology: perception; motivation and emotion; learning; thinking and problem solving; developmental aspects; personality; group and societal influences; and neuropsychology. Two other traditional areas, the methods of psychological research and the study of abnormal behavior, are woven into the study of other areas of psychology rather than treated separately. As students study perception, learning, or other areas of psychology, they acquire knowledge of psychological theories, hypotheses related to them, and varied research designs employed to test the hypotheses. Abnormal behavior is treated throughout the course as an extension of a continuum of normal behaviors studied in the various modules.

In addition to the study of any areas of psychology not covered in Psychology I, Psychology II emphasizes study in greater depth, particularly of those areas which, like developmental, personality, and social psychology, call for integration of learning among areas.

Upon completion of Psychology II, the student should be able to:

- explain hypotheses or theories in each of the areas studied
- compare and contrast hypotheses or theories in each of the areas studied

Sociology I — Grades 11, 12
2305 1 semester ½ credit

The concern of this course is with human groups and the factors that unite or divide them. Students are introduced to areas of study that form the subject matter of sociology. Culture; values; social groups; social stratification; population; the family; socialization; propaganda; and social institutions are among the topics studied. Students examine the impact of change on mores, norms, and customs, and engage in modest research projects that permit them to obtain an insight into group interaction.

Since one of the objectives of the course is to help students develop an interest in society and its problems, it includes the sociological aspects of civil rights, crime, poverty, and urban problems.

Upon completion of Sociology I, the student should be able to:

- differentiate between culture and subculture and relate examples of each
- distinguish between acculturation, enculturation, and related terms
- identify methods of cultural transmission and the impact on the society or individual
- distinguish between categories of social interaction, and identify common trends of behavior that exist in each category
- explain what is meant by social control and distinguish between formal, informal, and institutional control
- identify social roles in terms of social organization and structure
- identify forms of social stratification, and relate it to vertical or horizontal social mobility
- explain the forces that influence social change, and identify terminology associated with social change
- identify social institutions and explain how various examples exercise control
- identify sociological concepts and principles related to contemporary problems, and apply problem-solving principles to the problems

Sociology II — Grades 11, 12
Prerequisite: Attainment of the objectives of Sociology I
2314 1 semester ½ credit

Sociology II offers advanced study of basic concepts presented in Sociology I. Emphasis is placed on the application of the basic concepts of social change to American institutions, particularly education and the family. These two institutions are highlighted because of their salient influence on the life of adolescents. Comparative institutions of other cultures are used where appropriate. Students are expected to do research papers which focus on community or on-site research. Guest speakers from the community are involved in classroom instruction on a regular basis. Recent research studies in the field are examined as they apply to the coursework.

Upon completion of Sociology II, the student should be able to:

- identify various family structures
- identify individual roles within the family structure
- differentiate the educational roles of administrator, teacher, and student
- describe the functions of education in American society

. analyze the impact of social change on other American institutions
. pose hypotheses and use the scientific method to develop research papers
. identify use of community resources in the pursuit of scientific investigation

Modern Urban World — Grades 11, 12
2306 1 year 1 credit

Modern Urban World A — Grades 11, 12
2307 1 semester ½ credit

Modern Urban World is a geography course developed around two important topics: urbanization and population. Both topics are examined from local, national, and international perspectives. Students broaden and deepen their understanding of basic geographic concepts through investigation of the Washington metropolitan area and other metropolitan areas of the nation and the world. Both topics are analyzed from a framework of two contrasting models: the first, one in which people live in isolated clusters with a traditional, locally based economy; the second, one in which people live in an interconnected jet-age environment with a modern, interconnected economy.

This course begins with an intensive study of the Washington, D.C. metropolitan area. This study covers location factors, growth patterns, transportation patterns, and economic links between Washington and the rest of the world. Students analyze data on income, employment, and population to assess the standard of living of people in the Washington metropolitan area. Students are expected to describe land-use patterns and the relationships between urban development and the socio-economic characteristics of a population. Extensive use is made of aerial photographs, topographic maps, and land-use maps.

The balance of the course focuses student attention on a comparative analysis of Washington, D. C. with other urban areas of the world. Specific urban areas are selected by students and teachers based on their interest, expertise, and the availability of resources. Suggested urban areas are London, Calcutta, Lagos, Brasilia, Moscow, Melbourne, Nairobi, Buenos Aires, Mexico City, and Tokyo.

Upon completion of Modern Urban World A, the student should be able to:

. identify, acquire, and manipulate information necessary for the understanding of geography
. identify the similarities in human needs, and give examples of ways by which peoples have fulfilled these needs
. explain the geographic significance of interrelating natural factors, cultural patterns, values, and technology
. analyze and compute statistical data necessary to understand the interrelated components of a metropolitan area
. identify the specialized functions of a given metropolitan area
. analyze patterns of urban land use and the relationships between urban features and the socioeconomic characteristics of the population
. identify local land-use patterns and their related problems
. cite features and locational factors influencing city growth
. formulate reasons why populations cluster in particular places throughout the world
. analyze and explain factors contributing to the population explosion and its impact on the world economy
. account for the creation of world production and distribution patterns in spite of various limitations to their development
. explain cultural influences on a country's development, and analyze various problems related to these influences

- design, conduct, and tabulate field research in some translatable form
- analyze plans, proposals, and designs for solving urban problems in terms of student's own values
- identify the environmental needs and problems for a given area
- analyze professional projections and treatises on ecology in terms of their meaning and significance to the present and future
- summarize the impact of nationally controlled food production, international trade, and political patterns in terms of such things as world hunger and prosperity
- differentiate between technologically advanced nations and nontechnologically advanced nations, and identify characteristics of each

Modern Urban World B — Grades 11, 12
2317 1 semester ½ credit

This course may be organized in two different ways. First, a teacher may extend the study of metropolitan areas to cover a variety of cities not studied previously. Under this organization, the same guide questions and concepts are reexamined in the context of different settings.

An alternative approach is to use the materials developed by the High School Geography Project. Using these materials, students study the geographic patterns influencing agricultural and industrial production and distribution. Readings, recorded interviews, and economic simulations permit students to reassess the problems associated with such factors as hunger and technology. Students compare and contrast areas in terms of industrial development, patterns of population distribution, and cultural change. The use of natural resources and the degree of environmental planning are given additional emphasis within the urban complex.

Upon completion of Modern Urban World B, the student should be able to:

- identify, acquire, and manipulate information necessary for the understanding of geography
- identify the similarities in human needs, and give examples of ways by which peoples have fulfilled these needs
- explain the geographic significance of interrelating natural factors, cultural patterns, values, and technology
- analyze and compute statistical data necessary to understand the interrelated components of a metropolitan area
- identify the specialized functions of a given metropolitan area
- analyze patterns of urban land use and the relationships between urban features and the socio-economic characteristics of the population
- identify local land-use patterns and their related problems
- cite features and locational factors influencing city growth
- formulate reasons why populations cluster in particular places throughout the world
- analyze and explain factors contributing to the population explosion and its impact on the world economy
- account for the creation of world production and distribution patterns in spite of various limitations to their development
- explain cultural influences on a country's development, and analyze various problems related to these influences
- design, conduct, and tabulate field research in some translatable form
- analyze plans, proposals, and designs for solving urban problems in terms of one's personal values
- identify the environmental needs and problems for a given area
- analyze professional projections and treatises on ecology in terms of their meanings and significance to the present and future

- summarize the impact of nationally controlled food production, international trade, and political patterns in terms of such things as world hunger and prosperity
- differentiate between technologically advanced nations and nontechnologically advanced nations, and identify characteristics of each

Cultural Anthropology — Grades 11, 12
2308 1 year 1 credit

Cultural Anthropology A — Grades 11, 12
2309 1 semester ½ credit

Anthropology is designed to introduce students to the knowledge and skills of anthropological science through a general survey course. The focus is predominantly cultural with only minor attention given to physical anthropology. The course starts with an introduction to the related and integrated sciences which make up anthropology. Students analyze the methodology of the discipline and begin to develop a working concept of culture as defined by anthropologists. Students learn some of the methods used by archaeologists to uncover finds, determine age, and classify artifacts. Students continue their study by tracing the origins of social interaction through the family and kinship relationships. Traditional law and order (involving primitive rites, taboos,and ordeals) are investigated. Various theories concerning the origin of religion are studied as well as the commonalities of certain religious, linguistic, and cultural expressions.

Upon completion of Cultural Anthropology A, the student should be able to:

- identify, acquire, and use information concerning anthropology and relate it to other sciences
- distinguish between culture, civilization, and acculturation
- explain terms basic to the understanding of anthropology
- explain cultural conditions, and cite examples that characterize each
- identify terms and concepts necessary to explain basic cultural kinship practices; and relate their importance to family, extended family, tribe, and society
- differentiate between achieved status and ascribed status and between class and caste
- identify factors upon which the division of society into classes may be based
- describe well-known theories of the origin of religion
- identify and determine behavioral elements of a culture through the art, music, or folklore of that culture
- explain the relationship between culture and religion
- describe basic theories of the origin of language, and explain the relationship between culture and language
- distinguish between language, speech, and dialect
- compare commonalities of words and languages, and understand language migration
- describe early forms of writing

Cultural Anthropology B — Grades 11, 12
2329 1 semester ½ credit

This semester of anthropology covers an introduction to physical anthropology in which theories relating to the origin of life and genetics are studied. Students examine the place of human life in the animal world, human fossil forms, and racial theories. Cultural prehistory is a distinctive part of the semester, and new world prehistory is compared and contrasted with old world prehistory. Archaeological case studies are used to kindle student interest in learning about the types, sources, and use of information contributed to and used in archaeological study.

Upon completion of Cultural Anthropology B, the student should be able to:

- list and relate prominent theories concerning the origin of life on earth
- explain the relationship of human life to that of other animals in the anthropological sense
- identify discoveries of early humans from Cro-Magnon through Ramapithecus
- list criteria upon which classifications of race have been based
- differentiate between site, dig, artifact, and excavation; and cite examples of each
- generalize about how an archaeologist dates unknown matter
- identify cultural prehistory, and identify characteristics of periods

Human Behavior — Grades 10, 11, 12
2310 1 semester ½ credit

This course is designed to increase the student's self-awareness through a study of four major concepts: human needs, perception, self-concept, and human escapes. Although less structured than other courses, classroom activities and discussions are based on study and research of the various topics.

Human Needs, the first unit, presents a group of concepts which, when discussed by the class, provide students with a better understanding of their own needs and how they may be met. An awareness of the universality of those needs also develops as students and teacher freely exchange their own ideas concerning the concepts.

Perception, the second unit, contains concepts which can be used as tools to clarify how one's perception may differ from that of others and an exploration of the relativity of such values as right, wrong, truth, and beauty.

Self-concept is the subject considered in the third unit. What is a self-concept? What are the influences that affect its formation? What are positive and negative self-concepts? How can a self-concept be changed? What is self-hatred and how does it affect one's ability to meet emotional needs? Class participants deal in depth with the issues raised by these questions.

Human Escape is the title of the fourth unit. In order to grasp and apply the concepts it holds, the class must draw upon the insight and understanding developed from discussing the first three units.

Through this unit, students are encouraged to look at the phenomenon of escape, to examine the different escapes people employ — ranging from oversleeping to overeating to drug use. Students discuss and work at developing the capability to determine when escape is good, necessary, and therefore therapeutic; or when it is an unhealthy, inhibiting factor in an individual's ability to cope with his/her problems and thus is non-therapeutic.

Upon completion of Human Behavior, the student should be able to:

- explain various perceptions of drug abuse, its scope, and its relationship to other social problems and social change
- describe some human needs and the behavior utilized to meet these needs
- differentiate how societies vary or are similar in their approaches to meeting human emotional needs
- describe how self-concept and perception have direct influences on choices of behavior
- list a variety of methods which can be used to change self-concept from negative to positive

Philosophy — Grades 11, 12
2311 1 semester ½ credit

In this course, students become acquainted with the discipline and history of philosophy. Such issues as the nature of the universe; the basic moral and intellectual superstructure of society; good and evil; free will and determinism; and the relationship of a person to other individuals and to the state are examined through the major philosophers and their writings. Current trends in philosophy are studied as well. Emphasis is placed on the student's developing his/her ability to reason logically.

Upon completion of Philosophy, the student should be able to:

- describe the evolution of philosophy
- describe the major philosophical trends from the pre-Socratics to the modern existentialists
- explain how the major philosophers are similar or different in their answers to basic philosophical questions
- compare and contrast Occidental and Eastern philosophies
- analyze critically, through discussions and written assignments, the various philosophies presented in the course

Law — Grades 11, 12
2312 1 semester ½ credit

This course is designed to help students understand the processes by which American society seeks justice and order through law. Ways in which people can participate intelligently in those processes are discussed. Students study the history and philosophy of law as a part of the political structure of our society. Emphasis is placed on how the law works in actual situations, and how it can be made to work. During the course, students study the major substantive areas of law such as Constitutional rights, torts, contracts, property, criminal law, family law, and equity. Vocational opportunities within the law are also explored.

Upon completion of the course on Law, the student should be able to:

- describe the functions and organizations of the legal system in the United States at all three levels of government
- explain basic legal terms, concepts, and principles of law
- explain the origins and the development of the American legal system and the continuing nature of its evolution
- describe civil and criminal procedures for redress of grievances
- describe the rights of a defendant and trace the historical development of these rights
- describe the various career opportunities available in law and law-related fields

The United States Political System — Grades 11, 12
2315 1 year 1 credit

The United States Political System A — Grades 11, 12
2316 1 semester ½ credit

The course on the U. S. Political System provides a general overview of the political ideology and organization of government in the United States. Students study the three-branch organization of our government, examining the role and function of each branch as well as the pressures which influence governmental officials. An overview of major political ideologies provides students with a basis for comparing the actions of the United States and of other nations in the world.

Upon completion of the course on The U. S. Political System A, the student should be able to:

- describe the assumptions which form the basis of the political system of the United States
- identify the characteristics of political systems which differ from that of the United States
- explain the three-branch organization of our national government in terms of role, function, and trends

The United States Political System B — Grades 11, 12
2326 1 semester ½ credit

This semester course is devoted to the political processes which characterize our form of government. Students examine the history and role of political parties in reference to specific elections. In addition, students analyze political attitudes and behavior and other factors which impact on voter behavior. The role of the United States in the world community is studied to help students identify problems this country faces when dealing with governments based on political systems other than ours.

Upon completion of the course on The U. S. Political System B, the student should be able to:

- trace the development of political parties from the time of John Adams to the present
- analyze political attitudes which impacted on specific national elections
- describe how the actions of political groups and officials affect political processes
- identify potential problems which might result from confrontation between the United States and a country with a different political system

Comparative Religions — Grades 11, 12
2320 1 semester ½ credit

This course surveys the basic elements and historical development of world religions. An introduction to the course may be taught through a study of primitive religions or a general examination of the sociology of religion. Other units are organized around the religions of India, the religions of China compared with Indian religions, and religions of the Near East. Specific religions studied should be Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Islam, and Christianity.

When possible, representatives of each religion are invited to classes to make presentations. Visits to representative places of worship are used to compare written descriptions of a religion with the physical reality. A great emphasis is placed on the academic nature of the studies and the need to understand other people.

Upon completion of Comparative Religions, the student should be able to:

- identify the basic elements of each religion studied
- analyze the literature sacred to each religion
- describe ways in which each religious institution functions to satisfy human needs
- evaluate the role of prophets in each religion
- describe the role of ritual in each religion
- trace the developments and changes in the theology of western and eastern religions

Executive High School Internship Program — Grades 11, 12

2325 1 semester 3 credits social studies
½ credit English

The Executive Internship Program is designed to give juniors and seniors the opportunity to spend one full semester working as a special assistant to an executive or administrator in the Washington Metropolitan area. The program introduces students to the concepts of management and delivery of services through close association with community leaders, professionals, and residents. Interns refine their social and intellectual skills by relating to a variety of adults, writing reports, analyzing policy issues, helping organize community-based programs, and actively initiating their own learning experiences. Interns gain specific knowledge about budget, personnel administration, organizational development, program planning and implementation, delivery of services to clients, and evaluating program results and policies. The program gives the student a way to explore career options.

During the semester, each intern must maintain regular attendance by spending four days a week (Monday through Thursday) with his/her sponsor; keeping a daily log analyzing what has been learned; attending Friday morning management and administration seminars; designing and presenting a special project demonstrating what he/she has learned; and developing a summary report at the conclusion of the program. Interns receive 3.5 credits during the semester. Three credits are in "Executive Internship," in the area of social studies; and ½ credit is in English, to be counted as part of the junior or senior English requirements. No letter grade is given for the three credits in "Executive Internship" nor for the ½ credit in English unless the student makes special arrangements to take his/her English as an independent study course.

Upon completing the semester of the Executive High School Internship Program, the student should be able to:

- explain the structure of organizations
- contrast the formal and informal roles played by various employees in line and staff positions
- evaluate the executive decision-making process
- explain the importance of establishing priorities and strategies for change
- describe constraints within which an executive or manager must function (including time, budgetary, and resource limitations)
- speak with confidence and maturity
- evaluate his/her own skills and abilities

MCPS INSTRUCTIONAL GUIDES AND AIDS FOR SOCIAL STUDIES, GRADES 9-12

GUIDES

National, State, and Local Government.
Contemporary Issues.
The Black Experience in America — A Senior High School Social Studies Unit, Bulletin No. 216, 1968.
High School Psychology Elective, Bulletin No. 272, 1974.
World History Series (supplements to Bulletin No. 216).
- *Africa South of the Sahara,* Bulletin No. 252, 1972.
- *An Alternate Approach to Modern World History, a Guide for a Select Population,* 1971.
- *Eastern Asia,* Bulletin No. 256, 1972.
- *Latin America,* Bulletin No. 257, 1972.
- *Modern Dilemmas Unit: Contemporary Literature,* 1969.
- *Modern Dilemmas Unit: Contemporary Philosophy,* 1969.
- *Russia,* Bulletin No. 256, 1972.

MCPS SOCIAL STUDIES BIBLIOGRAPHIES, GRADES 9-12

National, State, and Local Government, 1977.
Contemporary Issues, 1978.